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ABSTRACT

This business guide was designed to aid in assessing a company's current business-education partnerships and to determine the extent to which such partnerships are linked to key business and school objectives. The guide may be used to: assess a company's current educational initiatives; build on existing educational initiatives to create more strategic business-education partnerships; consider educational approaches within the context of national priority areas and revise them accordingly; determine to what degree corporate culture supports education partnerships; and evaluate the outcome of programs, practices, and policies designed to meet business and school concerns. The guide is organized around 12 worksheets and 5 steps that provide step-by-step procedures for accomplishing specific tasks. Step 1 includes worksheet 1, which describes how to create a corporate environment that supports education. Step 2 includes worksheets 2-5 and aids in assessing a company's involvement in business-education partnership. Step 3 offers worksheets 6-8 and provides a link to business and school objectives. Step 4, which assists in building coalitions, contains worksheets 9-10. Step 5 lists worksheets 11 and 12. This step includes planning, implementing, and evaluating the company's business plan. The business guide concludes with an addendum that includes case examples, background information, and resources. A set of duplicable 11- by 17-inch worksheets is included. (RJM)

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THE CORPORATE IMPERATIVE: A Business Guide for Implementing Strategic Education Partnerships

Partnership for Family Involvement in Education

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A Business Guide for Implementing Strategic Education Partnerships

Partnership for Family Involvement in Education

Prepared under contract to the
U.S. Department of Education
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PARTNERSHIP
for Family
Involvement
in Education

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HOW TO USE THE BUSINESS GUIDE

This Business Guide is designed to assess your company's current business-education partnerships and determine the extent to which they are linked to key business and school objectives.

You can use this Guide to:

- Assess your company's current educational initiatives (or consider your options if this is a new area for your company).
- Build on existing educational initiatives to create more strategic business-education partnerships.
- Consider your educational approaches within the context of national priority areas and revise them accordingly.
- Determine to what degree your corporate culture supports business-education partnerships.
- Evaluate the outcome of programs, practices and policies designed to meet business and school concerns.

You should complete the Business Guide if you are:

- Human resource staff members interested in policies that promote employee and company involvement in education.
- Work-life managers with responsibilities for designing company policies that promote employee work-life balance.
- Community relations practitioners responsible for the development and implementation of community educational initiatives.
- Administrators committed to linking business objectives to educational programs.
- Education managers who drive employee and community education programs.
- Training and organizational development staff focused on employee skill building and growth, including creating a positive organizational culture.

Completing this Business Guide increases the chances that your company's educational approaches (policies, programs and practices) will:

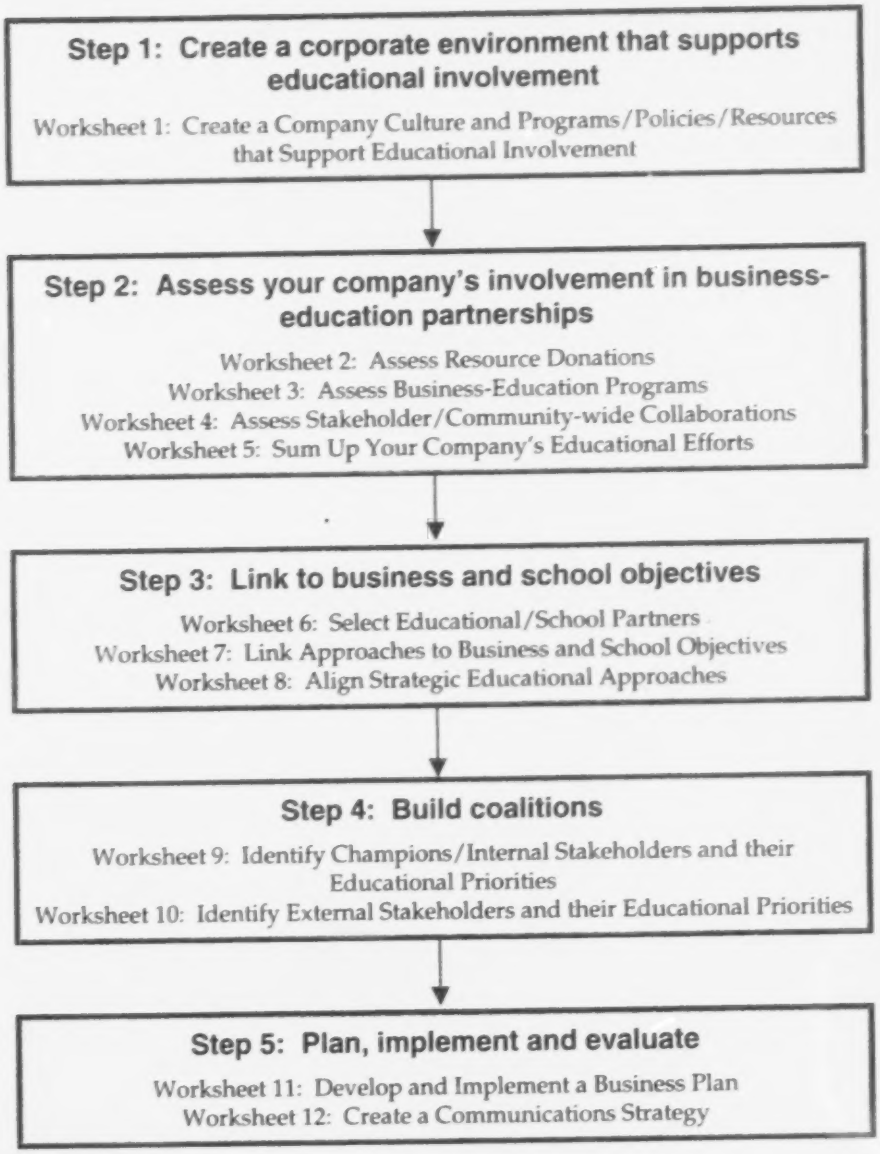
- "Fit" with your organizational needs,
- Link to fundamental business and school objectives, and
- Reflect national priority areas.

This Business Guide is organized around worksheets[1] which provide step-by-step procedures for accomplishing specific tasks. As you complete the worksheets in each section, you will assess, develop, and evaluate your educational approaches. Most of the worksheets contain background material (on the back) about the worksheet to be completed. It is suggested that you read the background material before you complete the worksheets. In addition, resources, case examples and more detailed information about specific topics are included in the Business Guide Addendum.

After your company has developed a comprehensive business plan for its educational approaches, *Investing in Partnerships for Student Success*—a companion guide for use with this guide—will help you to move the partnership forward to achieve the stated goals and objectives. *Investing in Partnerships for Student Success* focuses on recruiting community stakeholders and creating a vision for the partnership. Strategies to implement action plans, measure progress and review results are detailed. This publication is also available at 1-800-USA-LEARN or at http://pfie.ed.gov.

[1] Please note that the worksheets are one way to accomplish a particular goal or task, and not the only way. You may adapt the worksheets to reflect your particular needs or situation.

Flow Chart of the Worksheets that You Will Complete as You Develop Strategic Business-Education Partnerships


Step 1: Create a corporate environment that supports educational involvement
Worksheet 1: Create a Company Culture and Programs/Policies/Resources that Support Educational Involvement
Step 2: Assess your company's involvement in business-education partnerships
Worksheet 2: Assess Resource Donations
Worksheet 3: Assess Business-Education Programs
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Worksheet 10: Identify External Stakeholders and their Educational Priorities
Step 5: Plan, implement and evaluate
Worksheet 11: Develop and Implement a Business Plan
Worksheet 12: Create a Communications Strategy

STEP 1. CREATE A CORPORATE ENVIRONMENT THAT SUPPORTS EDUCATIONAL INVOLVEMENT

Worksheet 1: Create a Company Culture and Programs/ Policies/Resources that Support Educational Involvement

PURPOSE

To understand the degree to which your company culture supports educational involvement and to identify the policies, programs and resources available to promote educational involvement.

VISION

What is our vision of our company's educational approaches?

Worksheet 1: Create a Company Culture and Programs/Policies/Resources that Support Educational Involvement

Does your company have the following structures/systems?	If not, what could be done?	Which policies, programs and resources are available at your workplace?	If not, what can be done?
Policy statement expressing its commitment to educational issues.		**Information** about different ways employees can become involved in corporate educational approaches.	
Communication strategies designed to indicate the importance of employee involvement in education.		**Internal corporate support** (for example, information and referral hotlines).	
Opportunities for employee involvement.		**Training/workshops** (for example, how to help children with their homework, how to be an effective mentor).	
Employee recognition of those employees who are involved in education.		**Flexible work arrangements** (for example, flextime, compressed work week, telecommuting).	
Manager training about the importance of employee involvement in education.		**Alternative work arrangements** (for example, part-time positions, job sharing).	
Recognition and rewards for managers who support employee involvement in education.		**Paid time-off** or **Employee Leave Policies** for volunteering in schools.	
Manager performance evaluations/ reviews linked to support of employees' educational involvement/volunteerism.		**Paid time-off** or **Employee Leave Policies** for attending teacher conferences/ accompanying children during transitions.	
Other		Can **all employees (for example, non-management, line)** use the policies, programs, and resources available at your worksite?	
Unspoken rules			
Management support of employee involvement in education.		Other	
Co-worker support of employee involvement in education.			

Upon completion of this worksheet, you will have identified how supportive your corporate culture is of educational involvement and the steps (if necessary) to improve the current climate. In addition, you will have identified the policies, programs and resources available at your company which promote employee involvement in education.

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Structure/Systems

Your work environment provides an important context for the support of educational initiatives. If a work culture exists that endorses work/life balance, it is more likely that employees will participate in all types of work/life programs, including educational initiatives. When thinking about your company culture and business-education partnerships, consider three critical components: vision, structure/systems, and unspoken rules. Each plays a unique role in shaping your organization's culture.

What is your vision of your company's educational approaches (mission; goals and objectives; work place values)?

Example: It is the mission of our company to be a leader in the insurance industry and to ensure that our company maintains its position through development of quality products, promotion of excellence in leadership and implementation of policies that reflect our high regard for our employees, their families and the communities in which we live and work.

What structures/systems (activities that reflect fundamental values) have been put in place to support this vision (programs; formal policies)?

Example: Our company offers flexible schedules and access to an information and referral line for dependent care concerns, and considers managers support of employee requests for work/life balance in performance evaluations.

What unspoken rules (those that represent employees' interpretation of the company's vision) affect translating this vision into action (informal policies; informal practices; customs)?

Example: In our company, there is so much to be done that if you take educational leave for an hour to attend a parent/teacher conference, you will be expected to work late to make up the time.

See the Addendum for Background: Business Case for Corporate Educational Approaches

Programs/Policies/Resources

Employers can encourage employee involvement in educational activities by promoting and establishing programs and policies that facilitate participation in school activities. These may include "lunch-time flex" programs; staggered work hours (or other flexible work arrangements); paid leave policies; part-time work; and job sharing. These policies may be important not only for parent employees, but also for other employees (neighbors, grandparents, caring adults) who are interested in educational reform efforts.

Since parent involvement is associated with improved student achievement, employers' support of school involvement will augment the skills of the future workforce. Other direct benefits for employers are:

- Parents are more focused/productive at work;
- Work/life policies/programs net positive changes in the areas of recruitment, retention rates, loyalty, productivity, reduced absenteeism and job satisfaction. (Bond, Galinksky & Swanberg, 1998; Educational Publishing Group, 1997; Parkinson, 1997).

These programs can also serve as a vehicle for tapping into high-potential people, providing them with exposure to leadership skills. This can enrich jobs by creating meaningful competencies that can be integrated into performance evaluations.

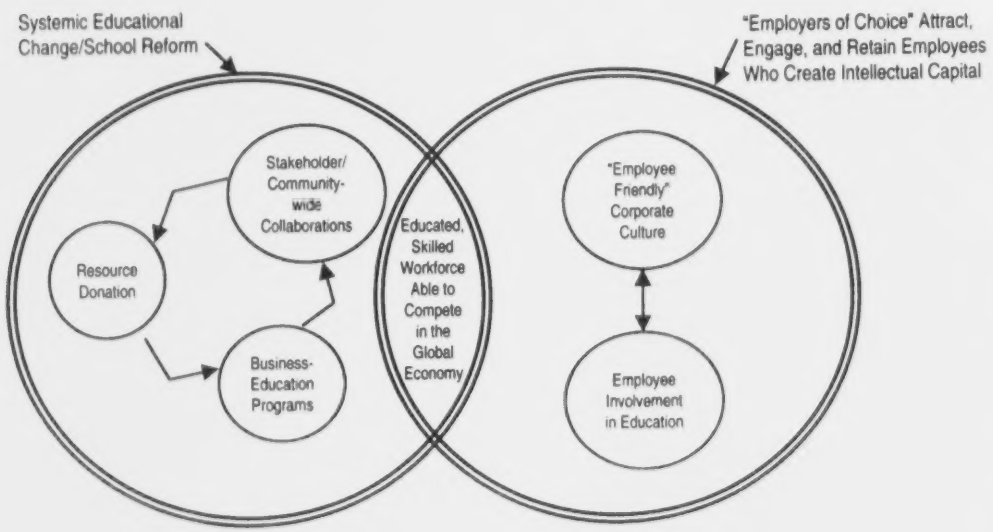
See the Addendum page A-5 for Case Examples: Employee Involvement.

STEP 2: ASSESS YOUR COMPANY'S INVOLVEMENT IN BUSINESS-EDUCATION PARTNERSHIPS

Corporate educational initiatives/approaches are programs, practices and policies that:

- contribute to education/school systems, businesses and the community
- support and create opportunities for employee involvement
- recognize the national priority areas

The following diagram describes the current landscape of corporate involvement in education.


Systemic Educational Change/School Reform
"Employers of Choice" Attract, Engage, and Retain Employees Who Create Intellectual Capital
Stakeholder/ Community-wide Collaborations
Resource Donation
Business-Education Programs
Educated, Skilled Workforce Able to Compete in the Global Economy
"Employee Friendly" Corporate Culture
Employee Involvement in Education

The Corporate Imperative

Become an Employer of Choice

Companies have found that corporate policies and programs that make it easier for employees to balance their work and home lives create tremendous benefits in terms of recruitment, retention, loyalty and productivity. Although some companies may have initiated work/life policies and programs as an employee support, it is now apparent that work/life initiatives add business value.

The same is true of corporate educational approaches. Corporate sponsored educational approaches provide tremendous benefits to communities, businesses, schools and employees. However, they also add business value by directly contributing to a company's organizational philosophy and business goals.

Corporate educational approaches include:

- Resource Donation: concrete resources such as grants or other moneys; equipment and supplies; and access to corporate knowledge and skills.
- Business-Education Programs: relationships between businesses and schools that are primarily targeted towards improving schools, such as on-site schools, school-to-work programs, mentoring and literacy supports.
- Stakeholder/Community-wide Collaborations: joint efforts of a wide range of invested participants who work together to promote educational improvements (including systemic educational change), which typically benefit schools, businesses and communities.

You may find that your company is more involved in one or two approaches.

Worksheet 2: Assess Resource Donations

PURPOSE

To assess your company's educational activities in the area of resource donations.

QUESTIONS TO ASK

- Who is responsible for resource donations? What departments or business units are driving resource donations?
- What types of resource donations are occurring?
- What is the purpose or rationale for the resource donations?
- What have been some of the benefits or results of resource donations? What is the current status?
- What obstacles or barriers have been encountered?

Worksheet 2: **Assess Resource Donations**

Who (name/department)	What (describe activity)	Why (purpose/rationale)	Current Status/Outcome	Obstacles/Barriers
work-life manager	*job shadow*	*provide exposure to various medical careers*	*great internal and external public relations, new way to interest and possibly recruit workforce entrants*	*distracting to some professional staff and patients, difficult to coordinate*
1.				
2.				
3.				
4.				
5.				

Upon completion of this worksheet, you will more fully understand your company's involvement with resource donations.

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It is not unusual for companies to begin their education initiatives by giving resources to schools. Resource donations can include grants or other moneys; equipment and supplies; and access to corporate knowledge and skills. Has your company provided computers, printers, scanners, Internet access, scientific laboratory equipment, books or other reference materials? Are you offering challenge grants for students and teachers interested in developing programs or products that promote excellence in education? Are you providing subsidies for conferences or training programs that build expertise in reading, math, and college preparedness? Do you offer scholarship programs for students entering college? Do you have employees who assist your education partners in developing after-school programs and recreation programs?

See the Addendum page A-7 for Case Examples: Resource Donation.

Worksheet 3: Assess Business-Education Programs

PURPOSE

To assess your company's educational activities in the area of Business-Education Programs.

QUESTIONS TO ASK

- Who is responsible for the educational approach? What departments or business units are driving business-education programs?
- What types of business-education programs are occurring?
- What is the purpose or rationale for the business-education programs?
- What have been some of the benefits or results of the business-education programs? What is the current status?
- What obstacles or barriers have been encountered?

Worksheet 3: **Assess Business-Education Programs**

Who (name/department)	What (describe activity)	Why (purpose/rationale)	Current Status/Outcome	Obstacles/Barriers
public relations	*homework hotline which provides daily homework and classroom activities*	*increase home-school communication*	*well-used by parents, appreciated by teachers, positive company recognition, building block for further relationships*	*costs, non-parent employees want to be involved in educational approaches*
1.				
2.				
3.				
4.				
5.				

Upon completion of this worksheet, you will more fully understand your company's involvement with business-education programs.

Over the past two decades, thousands of businesses and companies across the country have formed alliances with public schools. These alliances are quite varied and include business-school partnerships, school-to-work programs and on-site schools. Programs that promote community volunteerism in the educational arena such as mentoring and literacy supports have been implemented. Business-school alliances typically establish relationships between companies and schools that are primarily targeted toward the schools. Has your company enlisted employees to volunteer as math and reading tutors? Do you provide financial support for ongoing literacy programs that link college students with children in after-school programs? Are you offering internships that will help students make the transition from school to work? Does your company have a summer jobs program? Have you established a computer lab where parents and their children can learn to use the Internet together?

See the Addendum page A-9 for Case Examples: Business-Education Programs.

Worksheet 4: Assess Stakeholder/Community-wide Collaborations

PURPOSE

To assess your company's educational initiatives in the area of stakeholder/community-wide collaborations.

QUESTIONS TO ASK

- Who is responsible for the educational approach? What departments or business units are driving stakeholder/community-wide collaborations?
- What types of stakeholder/community-wide collaborations are occurring?
- What is the purpose or rationale for the stakeholder/community-wide collaborations?
- What have been some of the benefits or results of the stakeholder/community-wide collaborations? What is the current status?
- What obstacles or barriers have been encountered?

Worksheet 4: **Assess Stakeholder/Community-wide Collaborations**

Who (name/department)	What (describe activity)	Why (purpose/rationale)	Current Status/Outcome	Obstacles/Barriers
community relations	*community education center*	*increase educational opportunities for students and parents*	*operating under capacity*	*needs to recruit more students and parents, needs to be seen as welcoming by the community*
1.				
2.				
3.				
4.				
5.				

Upon completion of this worksheet, you will more fully understand your company's stakeholder/community-wide collaborations.

Stakeholder/community-wide collaborations involve a wide range of invested participants who work together to promote educational improvements. Stakeholders can include businesses; school teachers, administrators and other school personnel at both the district and local level; children, parents and other family members; community groups such as civic organizations; community mental health and social service organizations; and religious groups. Collaborations go through different stages of evolution, but usually begin with relationship building and mutual goal setting. Sometimes a community needs assessment is used to determine direction and focus. It is helpful if stakeholders can articulate their objectives and negotiate which programs, practices and policies will accomplish what they hope to achieve.

Involving a larger constituent group broadens the focus of the approach and has the potential to create longer-lasting approaches that can be sustained over time. Community partnerships, which have the most impact, offer a long-term commitment to the educational approach as well as to relationship building among key stakeholders. The importance of developing trust and mutual respect between partners cannot be minimized nor can it be rushed. Participants must be committed for the "long haul" to be able to negotiate how to best meet mutual goals.

Has your company developed relationships with local schools and the community which focus on educational improvement? Have you identified community partners with similar business goals, values and organizational philosophies? Are your educational approaches linked with stakeholder groups that share your vision of business education partnerships? Are you working with organizations that are involved with students and their families? Have you talked with your local YMCA or a Boys and Girls Club about joint projects? Are you involved with community colleges, state universities or private institutions that offer community-based programs for non-matriculating students?

See the Addendum page A-11 for Case Examples: Stakeholder/Community-wide Collaborations.

Worksheet 5: Sum Up Your Company's Educational Efforts

PURPOSE

To summarize your company's educational approaches. Review your responses on Worksheets 1-4. Now that you have gathered information about your educational approaches, answer the following questions. This will help you to move forward by determining the "big picture" of your company's approaches.

QUESTIONS TO ASK

- What are your company's educational approaches?
- Which individuals and departments are currently involved in your company's educational approaches? This may include Human Resources, Community Relations, Training/Education Departments, Corporate Giving, External/Public Relations and Educational Foundations.
- What are the reasons for and purposes of your company's educational approaches? How are they related to the vision?
- What is the status of these educational approaches? What is the current level of success?
- What are the outcomes (for example, utilization, literacy skills, recruitment, public relations) associated with these educational approaches? Are they in sync with the vision?
- What are the obstacles or barriers inhibiting your company's current educational approaches?

Worksheet 5: Sum Up Your Company's Educational Efforts

Educational Approach	People/Departments	Rationale	Status	Outcomes/Measures	Successes	Obstacles/Barriers

Upon completion of this worksheet, you will have assessed your company's educational approaches.

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STEP 3: LINK TO BUSINESS AND SCHOOL OBJECTIVES

Worksheet 6: Select Educational/School Partners

PURPOSE

To help you select your educational/school partners, if you have not established these relationships. Answer the questions on Worksheet 6 to get a better idea of your potential educational partners. Consider whether you currently have the following information or if you will need to obtain it before moving forward. If your company has already established educational/school relationships, review the worksheet to ensure that you have considered these important areas.

Worksheet 6: Select Educational/School Partners

What educational systems (individual school(s), local district(s), state education agency) would you like to work with?	
How would you describe the school(s), local district(s) and the community?	
What unique talents do you have to offer as a business (for example, utility engineering, insurance math)?	
What do you have to offer (resources, time, people)?	
What are your current contributions? How does the school or school system view these contributions?	
What steps can be taken to identify or expand your company's school partnerships?	

Upon completion of this worksheet, you will have identified potential educational/school partners within your community with which you will begin to develop strategic collaborations.

You will need to determine what individual school(s), local district(s) or state education agency might be interested in forming a partnership with your company. As you consider which school institution(s) you will target, learn about the school, the school district and the community. Have there been any recent concerns or problems? Think about what your company has to offer and what you can contribute in terms of time, money and resources. What is your unique business expertise (for example, if you are a pharmaceutical company, you have scientists)?

Remember, business-education relationships are partnerships. In order to maximize the chances for a successful alliance, it is critical to view your school partners as equals. Your company agenda is not to "fix" the school, but rather to work with the school to support it in its efforts to achieve mutual goals that meet business and school objectives.

Worksheet 7: Link Approaches to Business and School Objectives

PURPOSE

To determine to what degree your educational approaches are linked to business and school objectives. List current educational approaches from Worksheet 5. Determine your business and school objectives by answering the following questions.

QUESTIONS TO ASK

- What are my company's priorities, mission and values? (this information may be found in the annual report, your Web site or other documents that detail what your company plans to accomplish and what is important to them in achieving their goals).
- What are the most important educational issues (for example, literacy, poor skill match) facing my company? (This information may be found in reports from your human resources or training and development department.)
- What has your company indicated as its commitment to the community and educational concerns? (for example, Does your mission statement indicate an investment in the community? Is your CEO committed to educational reform? Has your company supported legislation that reflects its educational priorities?)
- Have you done any benchmarking to determine what other companies are doing in general and/or in the educational arena?
- What are the school's goals and objectives?
- What are the most important educational issues affecting the school's ability to meet its goals and objectives?
- How could corporate educational partners help the education system to meet educational goals?
- Who else (other businesses, organizations) is currently involved with the school?
- What other resources (for example, grants, programs) are currently available at the school?

Worksheet 7: Link Approaches to Business and School Objectives

Assess to what degree your company's educational approaches are linked to business and school objectives (Rate low, medium, high). Indicate why this is the case.

Educational Approach	Business Objective	School Objectives	To what degree are the educational approaches linked to business and school objectives? (Rate as low, medium, high) Why?
adopt-a-school	*increase math skills of labor pool*	*improve scores on state math tests and foster a love of math*	**Business:** *medium: need to focus more on developing math curricula and fostering interest in math* **School:** *medium; need teacher training on how to incorporate new math concepts into the curriculum*
1.			
2.			
3.			
4.			
5.			

Upon completion of this worksheet, you will have determined how closely your educational approaches are aligned with your business and school objectives.

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Strategic educational initiatives reflect core business objectives and coordinate with school goals to promote systemic educational change. One important step in creating more strategic educational approaches is to ensure that approaches are linked to business objectives. Business objectives, key organizing principles which guide your company's behavior and inform decision making, are tied to what you are trying to accomplish as a company. For example, business objectives might include:

- Be an employer of choice
- Improve the skills of the future workforce
- Expand employee understanding of and access to technology
- Acquire customer loyalty and brand recognition
- Increase employee productivity
- Reduce turnover and absenteeism

Remember, we are exploring your company's short and long-term business objectives (as defined above), not your company's educational objectives.

Another critical step in developing more strategic educational approaches is to ensure that approaches are linked to school agendas, with the larger goal of creating systemic educational change. Identifying school objectives is a joint effort of your company and your school partners and is an important step in the relationship-building process.

Once you have determined your educational partners, you will need to explore with them their goals and objectives for their school and school district. Like business objectives, school objectives reflect what the school plans to accomplish and hopes to achieve. School objectives, which can be short-term and long-term, provide a roadmap for school behavior. As you are developing your school objectives, keep in mind the national priority areas. Can you incorporate these priorities into your educational approaches? Examples of school objectives could include:

- Acquire the technological skills needed to compete in the new millennium
- Offer and encourage all students to take challenging math and science courses
- Increase parent involvement and school-home communication
- Raise student reading scores
- Encourage more students to attend college
- Establish safe-haven after-school learning centers

It is crucial to determine whether your company's educational approaches, which support your business objectives, are aligned with the objectives of your school partners. Combining school and business objectives creates the most effective plan of action. This is the key to developing strategic alliances that lead to enduring systemic changes in education.

See "Designing Strategic Educational Approaches" and "Case Examples: Strategic Educational Approaches" in the Addendum for more information.

Worksheet 8: Align Strategic Educational Approaches

PURPOSE

To better align your educational approaches with your business and school objectives.

QUESTIONS TO ASK

- Does this educational approach reflect both business and school objectives?
- Can this educational approach be revised to better meet business and school objectives?
- What resources (time, money, people) are available or needed to continue or redirect your educational approach?

For companies just beginning their educational efforts, decide what approaches you will pursue. Start now by developing approaches that are linked to business and school objectives. Consider approaches that reflect the national priority areas: reading; math; thinking about college early; after-school; technology; and family involvement.

Worksheet 8: Align Strategic Educational Approaches

Educational Approach*	Refocus This Approach (describe how)	Continue This Approach As Is	Resources Available or Needed
adopt-a-school	*develop math and science curricula with company employees that encourage children to pursue math and science careers*		*staff time to develop and deliver curricula and/or train teachers, money for materials*

*List educational approaches from Worksheet 7.

Upon completion of this worksheet, you will align your educational approaches with business and school objectives.

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Tips for evaluating your educational approaches

- Use current educational initiatives as the key building blocks for your future plans.
- Build on what already works and utilize the types of initiatives that seem to have created "win-win" situations.
- Don't recreate the wheel. Look at what you could do to make existing approaches more in line with company and school objectives.
- Examine how your educational approaches could be redirected to meet national priorities.
- Determine what lessons have been learned. Identify some of the problems and some of the successes.
- Consider what strategies have been well received by your employer/organization. Is it possible to use similar strategies to respond to other educational priorities?
- Re-work and refine strategies to implement these changes.

STEP 4. BUILD COALITIONS

Worksheet 9: Identify Champions/Internal Stakeholders and Their Educational Priorities

PURPOSE

To identify champions and internal stakeholders, their educational priorities, and the approaches that reflect their educational priorities. Identify internal/company stakeholder groups which may include champions, company departments or functions, individual employees, employee groups and their families, business customers, investors or stockholders, trustees or advisory boards. Determine the educational priorities and needs of champions and internal stakeholders. Indicate whether these priorities are incorporated into current approaches or might reflect future plans. Consider action steps which can strengthen relationships between internal company stakeholders with an investment in the success of educational initiatives. For example, you could develop an Educational Advisory Committee or Internal Advisory Board that meets quarterly to coordinate efforts and to discuss how current initiatives address employee/employer vision, goals and needs.

QUESTIONS TO ASK

- Who are your champions and unsung heroes (champions are usually able to articulate a goal)?
- Who are the "movers and shakers" in your company, the people who can make things happen?
- Who are the people who can/will take a leadership role in spearheading your educational approaches?
- What action steps are needed to make educational approaches more in sync with the educational priorities of champions/internal stakeholders?

Worksheet 9: Identify Champions/Internal Stakeholders and Their Educational Priorities

Champions/Internal Stakeholders	Educational Priorities and Needs	Current Employer Approaches	Future Employer Approaches
parent employees	*want to be more active participants in their children's education*	*flexible schedules*	*educational leave policy, supervisor training, focus on culture*
1.			
2.			
3.			
4.			
5.			

Upon completion of this worksheet, you will have identified educational approaches that reflect the priorities of champions/internal stakeholders.

The support of key leaders is critical for achieving long-term success. Can you enlist your president or other individuals who can make things happen? What is their vision of the future? How could your educational efforts better reflect the vision of your champions? What steps could achieve the desired goal? What would it take to accomplish these goals?

Internal stakeholders must be committed to educational approaches. In order to get their buy in, first you must determine which internal players have a stake in your educational initiatives. Once you have determined your internal stakeholders, find out their perceptions and priorities about existing and future educational approaches. Last, develop strategies to strengthen relationships between stakeholder groups and coordinate activities between departments. An effective educational approach does not emanate from one department. Rather, it builds on the strengths of all departments that are committed to educational concerns and ready to collaborate to achieve mutual goals.

You can determine the educational priorities and needs of these internal stakeholders using various methods. Phone calls, written materials, focus groups or surveys are possibilities for gathering information. For example, employees are a key stakeholder group with much to contribute to educational initiatives. One way to determine their priorities and needs would be to distribute a survey that asks questions about:

- workforce demographics (how many school-age children employees have, where employees live)
- what your company could do to facilitate employee involvement in education
- employee knowledge of and opinions about current programs and suggestions for improvement

If there is commitment and enthusiasm for achieving effective strategic approaches from those with the greatest influence and exposure, it will be easier:

- to motivate others
- to remove barriers
- to communicate the vision of what strategic approaches can do for your company, its families, and the communities in which you live and work
- to achieve goals and objectives

Kodak has an internal education board which is responsible for determining internal and external priorities as well as for reviewing all new program requests.

Worksheet 10: Identify External Stakeholders and Their Educational Priorities

PURPOSE

To identify external stakeholders (in addition to schools), their educational priorities, and the approaches that reflect their educational priorities. Identify external stakeholder groups which may include parents and families, religious organizations, community groups and agencies, higher education, social service and mental health agencies, local government, civic associations and other local businesses. Determine their educational priorities and needs. Indicate whether these priorities are incorporated into current approaches or might reflect future plans. Consider action steps that can strengthen relationships between external stakeholders with an investment in the success of educational initiatives. For example, plan a community "Back to School" event that focuses on the needs of working parents.

QUESTIONS TO ASK

- Which individuals and groups might be interested in participating or knowing about your educational initiatives?
- What individuals or groups might share your motivators for involvement?
- Which external stakeholders are willing to join with you and take responsibility to commit resources to succeed?
- What action steps are needed to make educational approaches more in sync with the educational priorities of external stakeholders?

Worksheet 10: Identify External Stakeholders and Their Educational Priorities

External Stakeholders	Educational Priorities and Needs	Current Approaches	Future Approaches
religious organizations	*want parents to be more involved with their children's education*	*evening seminars on how to support school and children*	*ESL and parent "buddy" system to support parent involvement*
1.			
2.			
3.			
4.			
5.			

Upon completion of this worksheet, you will have identified educational approaches that reflect the priorities of your external stakeholders. (Please see "Investing in Partnerships for Student Success" for more information about recruiting and organizing community stakeholders.)

It is crucial to involve external stakeholders (in addition to schools) in educational approaches. In order to do so, first you must determine which community players have a stake in the success of your educational initiatives. Once you have determined who your external/community stakeholders are, find out their perceptions and priorities with regard to existing and future educational initiatives. There are numerous ways to assess the educational priorities and needs of external stakeholders. These include phone calls, written materials, focus groups or surveys. For example, attend a community group meeting such as one held by the Chamber of Commerce. Make Chamber members aware of your commitment to educational concerns and see if anyone else shares your priorities. Last, develop strategies to strengthen relationships between stakeholder groups and coordinate their efforts. The core of successful strategic educational approaches is dynamic, committed relationships which can be sustained over time.

Think nationally. Numerous resources are available from the U.S. Department of Education at 1-800-USA-LEARN or www.ed.gov.

STEP 5. PLAN, IMPLEMENT AND EVALUATE

Worksheet 11: Develop and Implement a Business Plan

PURPOSE

To identify the steps needed to develop and implement a business plan for your strategic educational approaches.

QUESTIONS TO ASK

- What is the vision? (Review Worksheets 1 and 7)
- What is the current status of these educational approaches? What are the baseline measures? (Review Worksheets 5 and 8)
- Who are your champions, internal stakeholders and external stakeholders? (Review Worksheets 9 and 10)
- What are your short-term and long-term goals and objectives?
- What are the steps to achieve them?
- Who will be responsible?
- What is the timetable?
- What resources will be needed?
- What are the expected outcomes?

Worksheet 11: Develop and Implement a Business Plan

1. Vision: Refine your vision for creating systemic educational change and developing more capable workforce entrants.

- ❑ Determine if your corporate environment (culture, programs/policies/resources) will support educational initiatives (Worksheet 1).
- ❑ Review core business values and organizational objectives (Worksheet 7).
- ❑ Identify current school objectives that contribute to educational improvements (Worksheet 7).

Vision:

_____

_____

2. Leadership: Provide the leadership to actualize your vision.

- ❑ Facilitate communication between all champions and internal stakeholders (Worksheet 9).
- ❑ Identify and contact key educational and community stakeholders (Worksheet 10).
- ❑ Take stock of the vision. What will you need to succeed?
- ❑ Articulate priorities.
- ❑ Get all the players committed and ready to act (use "*Investing in Partnerships for Student Success*" to move the partnership forward).

Internal and external individuals/organizations committed to participate:

Name	Contact Information	Priority Areas

Worksheet 11: (continued)

3. Measurable indicators: Implement a plan to achieve your goals.

- ❑ Commit to educational approaches that meet business values (Worksheet 7 and 8).
- ❑ Develop goals and objectives.
- ❑ Outline the tasks and activities needed to implement the educational approach.
- ❑ Determine who will be responsible for implementing the approaches.
- ❑ Create a realistic time frame.
- ❑ Assess the costs and resources needed.
- ❑ Articulate the anticipated outcomes.
- ❑ Develop measures to determine whether initiatives have a positive impact on company concerns, which may include:
  - ❑ workforce needs and employee concerns
  - ❑ recruitment and retention
  - ❑ stress-related illnesses and health care concerns
  - ❑ community life
  - ❑ job satisfaction
  - ❑ absenteeism and productivity
  - ❑ work-life balance concerns
  - ❑ consumer loyalty
- ❑ Identify or create tools to measure the outcomes. Consider hiring an external evaluator to assist you.

Use the following chart to develop your plans.

Educational Approach	Goals	Objectives: Long-term	Objectives: Short term	Task and Activities	Individuals Responsible	Time Frame	Resources Needed/ Costs	Anticipated Outcomes	How will anticipated outcomes be measured?

4. Continuous improvement: After implementing your educational approaches, begin to plan for future initiatives. In order to do so, you must first evaluate the impact of your educational initiatives. Look at the previous table. Have your anticipated outcomes been achieved? If they have not been achieved, what can you do to make them more successful? Do you have the correct tools to measure outcomes or do they need to be revised?

- ❑ Assess and adjust your initiatives.
- ❑ Determine future plans.

Actual Outcomes	Proposed Revisions	Future Plans

See "Documenting Added Business Value" in the Addendum for more information.

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A four-stage plan for action.

Each company needs an individualized strategic plan that reflects their business and educational objectives.

Company educational initiatives that are linked to business objectives have the greatest likelihood of impacting the bottom line.

Stage 1: Vision

- ❑ Conceptualize your vision of what your company can do to achieve systemic educational change
- ❑ Determine your company's role in this vision
- ❑ Articulate your vision and its relevance to business and educational goals
- ❑ Create awareness and commitment to your vision

Stage 2: Leadership

- ❑ Provide the leadership to translate the vision into action
- ❑ Create buy-in and develop linkages with key stakeholder groups (internal company departments and school/community groups)
- ❑ Identify company "champions" who can take a leadership role in advancing your vision
- ❑ Reduce barriers and obstacles which may inhibit implementing your ideas

Stage 3: Measurable indicators

- ❑ Determine what you plan to accomplish, clarifying your goals and indicators of success
- ❑ Identify how you will measure outcomes at your company
- ❑ Develop a timetable to evaluate the achievement of these outcomes

Stage 4: Continuous improvement

- ❑ Evaluate the impact of your educational partnerships
- ❑ Plan next steps
- ❑ Continue to assess and revise your efforts

Worksheet 12: Create a Communications Strategy

PURPOSE

To develop a communications strategy to publicize your educational approaches.

QUESTIONS TO ASK

- What do you want to communicate? What is the message?
- Who are your target audience(s)?
- What is your timetable? What do you hope to accomplish in three months, six months and one year?
- What vehicles will you use to communicate your message?

Worksheet 12: Create a Communications Strategy

Message	Audience	Communication Vehicles	Timetable
choose our company as a place to work because it cares about families and education	*recruiters, career centers, the community, current and potential employees, schools*	*printed brochure, company email message*	*3 months: email message, newspaper* *6 months: brochure* *1 year: community meetings*
			3 months: 6 months: 1 year:
			3 months: 6 months: 1 year:
			3 months: 6 months: 1 year:
			3 months: 6 months: 1 year:

Upon completion of this worksheet, you will have developed your communications strategy.

Your communications plan is an essential part of your overall work plan. It conveys the value of your strategic approaches to internal stakeholders, external stakeholders, and the community. In order to develop your communication plan, consider the following:

- your communication goals and objectives
- your audiences
- your messages
- your communication strategies
- your criteria to measure success

Look to the future. Which communications goals do you want to accomplish in 3 months, 6 months, and 1 year?

BUSINESS GUIDE ADDENDUM

This Business Guide Addendum contains additional information to supplement the Worksheets. In particular, the case examples of different educational approaches may assist you as you plan and evaluate your company's efforts. The section titled "Designing Strategic Educational Approaches" will help you align your business and education goals into strategic partnerships, while the section titled "Documenting Added Business Value" will help you measure the outcomes of your efforts. Resources and a Bibliography are also included.

The Addendum is organized in the following manner:

- Background: Business Case for Corporate Educational Approaches
- Case Examples: Employee Involvement
- Case Examples: Resource Donation
- Case Examples: Business-Education Programs
- Case Examples: Stakeholder/Community-wide Collaborations
- Designing Strategic Educational Approaches
- Case Examples: Strategic Educational Approaches
- Documenting Added Business Value
- Resources
- Bibliography

BACKGROUND: BUSINESS CASE FOR CORPORATE EDUCATIONAL APPROACHES

Corporations need skilled workers

Businesses continue to report that employees enter the workplace without the skills necessary for today's jobs. This skills gap makes it difficult to compete in the global economy which demands the use of increasingly sophisticated technology. Corporations can play a key role in ensuring that all students receive a high-quality, world-class education, so that they will be adequately prepared for the 21st century.

Corporations want to invest in school systems that help potential employees develop the skills and knowledge needed to achieve their business objectives. Companies expect schools to provide the preparation necessary for employees to arrive at the workplace ready to tackle their jobs. If workers enter the workplace unprepared, companies are required to spend time and money on training and skill building. Currently, corporate America spends billions of dollars to teach remedial and basic skills to their workers.

Employees must adapt to the changing workplace

Three major trends—increasing competition, globalization and rapid technological change—have altered the structure of the workplace, work force needs, and work processes. Business leaders need employees who can exhibit high performance and productivity, adaptability to change, and the capacity to work cooperatively in teams. Successful workers must be flexible and demonstrate responsiveness to workplaces characterized by mergers, reengineering, and downsizing. In addition, today's workers are required to incorporate life-long learning into their career development and continually upgrade and re-tool their skills.

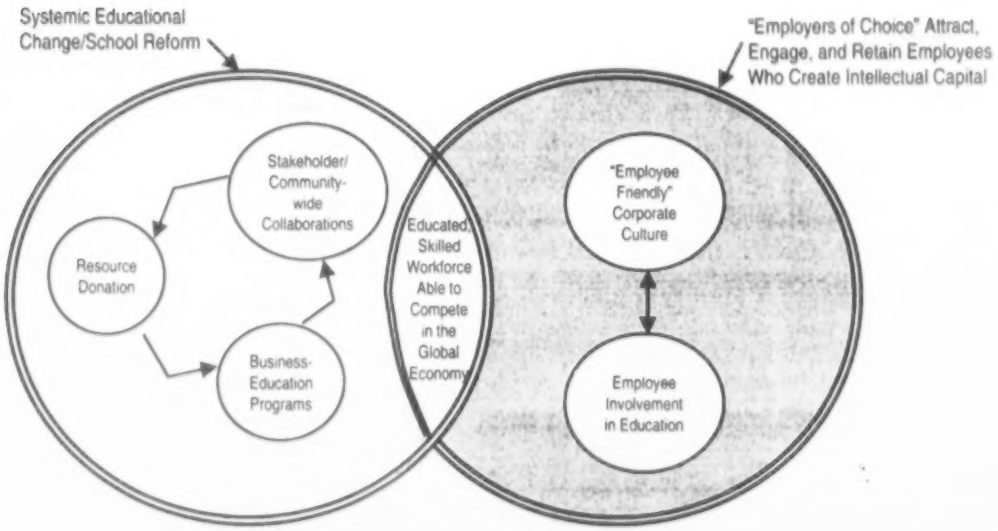
There have been drastic changes in the work contract between employees and employers. Currently, employees change jobs frequently and may work for multiple bosses in project-driven teams. Employees can no longer expect that they will work in positions of increasing responsibility with the same firm, leaving after years of service with benefits that guarantee a secure retirement.

Highly ranked school systems are a corporate tool for recruitment and retention

Corporations are committed to school improvement since highly rated school systems are a company recruitment tool. In order to attract qualified employees to work and live in their fence line communities, companies must be able to demonstrate that employees' children will receive a high-quality education. A recent survey by *Money Magazine* found that the caliber of local schools is one of the most important criteria considered by potential employees when deciding whether to accept a job offer in a different city.

Employees want to work for companies that are involved in educational initiatives. Employees report that their contributions to schools and educational systems—for the sake of children and the community—is a high priority. Companies that support employees in educational efforts report higher productivity, increased job satisfaction, and more company loyalty, which are recognized as key factors in retaining employees.

A survey of 90 companies (Parkinson, 1997) found that the primary reasons for implementing internal education initiatives were to respond to employee concerns and to promote their image as a family-friendly company. These motivators are applicable to community-based approaches, but are superseded by concerns about the future workforce. Barnes (1994) conducted phone interviews with more than 1,500 households in five U.S. cities. Over 40 percent of consumers indicated that their decision to do business with a company was affected to a "very great extent" or "quite a bit" by a company's social responsibility activities. A study by the University of Pennsylvania's Institute on Higher Education (Broner, 1998) found that businesses with programs that promote employee involvement in education have a turnover rate which is half that of other companies among workers ages 18-25. American Bankers Insurance Groups, which opened the first work-site school in 1987 in Miami, reports that reduced employee turnover and absenteeism have saved the company $475,000 per year, which is more than three times the $140,000 annual operating budget for the school (Grimsley, 1998).


Systemic Educational Change/School Reform
"Employers of Choice" Attract, Engage, and Retain Employees Who Create Intellectual Capital
Stakeholder/ Community-wide Collaborations
Resource Donation
Business-Education Programs
Educated, Skilled Workforce Able to Compete in the Global Economy
"Employee Friendly" Corporate Culture
Employee Involvement in Education

Employers strive to be recognized as an "employer of choice" so they can attract and retain a quality workforce. In addition, employees with a commitment to the corporation deliver quality work with high productivity. This means that companies that have an "employee friendly" corporate culture create the foundation for employee involvement in education. In fact, work/life programs and policies are a cornerstone of being an employer of choice. What drives business involvement in educational approaches is an employer's need for an educated, skilled workforce able to compete in the global economy.

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CASE EXAMPLES: EMPLOYEE INVOLVEMENT

Examples of employee involvement	❑ educational leave policies; flexible schedules; workplace seminars on educational issues; resource libraries; linking supervisor performance evaluations with employee use of educational benefits; summer vacation and school vacation programs; resource and referral; college information and financial aid seminars
Business objectives/ outcomes	❑ reduce absenteeism ❑ ensure that there will be a qualified future workforce ❑ increase productivity ❑ contribute to a positive community quality of life
School objectives/ outcomes	❑ prepare students for success in the work world ❑ improve skills in reading and math ❑ build "real life skills" needed in the work world

At First Union, we believe public education is the key to improved quality of life, economic freedom and the future of America's work-force. Giving our time and talents to improving education is the best legacy we can leave to future generations. (John Georgius, Chairman and Chair of the Excellence in Education Board of Directors)

First Union Bank has a policy, "Time Away from Work for Education" which allows employees up to four paid hours per month to volunteer in the schools.

NationsBank offers all employees, not only parent employees, two hours a week to volunteer in the schools. Other business education partnerships have been developed, including tutoring and mentoring. One school found an improvement in reading scores in the first year of the tutoring program. At the NationsBank work-site school, high levels of parent involvement are expected to produce better test scores for children.

The PIECES program is a clear winner for Ridgeview. We know by doing this, our employees' children end up performing better at school and our employees are more confident about their children's activities and performance. Rest assured, any lost time involved in the process is more than made up for by productive employees who are confident about their children's well-being. (Hugh R. Gaither, President and CEO)

At **Ridgeview, Inc.**, a family-owned hosiery company of 465 employees in Newton, North Carolina, school counselors meet with parents at the workplace four times during the school year. The PIECES program, which was conceived by the school system, allows counselors to talk with parents about their children's school progress for 15 minutes in company office space. Employees are paid for their time.

GTE Corporation sponsors a one-day seminar on the elements of successful college planning. The seminar is a broadcast teleconference, so that GTE employees and family members from all U.S. locations can participate. Local sites are encouraged to supplement the seminar with activities such as college fairs, speakers or SAT workshops.

Hemmings Motor News encourages all parents, teachers, students and employers to sponsor First Day of School programs. These programs, which declare the first day of school a "holiday," promote parent involvement in education by allowing working parents time (paid or unpaid) to meet teachers and support their children as they start a new school year. Last year, 11 towns, 120 employers and more than 1,000 parents were involved in the First Day of School programs in southwestern Vermont.

CASE EXAMPLES: RESOURCE DONATION

Examples of resource donations	❑ computers; money; equipment; materials; donations; information; curriculum expertise; skill building
Business objectives/ outcomes	❑ promote internal and external public relations around company image ❑ provide opportunities for further involvement (the "getting to know you" stage) ❑ build new relationships (this could include new stakeholders with different agendas and work style)
School objectives/ outcomes	❑ increase resources to meet school goals ❑ promote curriculum development and management skills ❑ provide technology resources and information

United Technologies Corporation contributes financial and technical support to provide Internet access to all public schools and public libraries in Hartford, Connecticut. Each school is provided with an Internet connection kit, a telephone/modem line, phone line maintenance costs for one year and Internet training for teachers.

The **Colonial Williamsburg Foundation** in Williamsburg, Virginia, aims to increase teaching resources available to schools, to improve student understanding of American history and to expose children to possible careers. The Foundation matches a team of five to seven employees with a team of teachers and administrators in each of the schools. The combined teams meet monthly to discuss and plan activities for students.

SAS Institute employees in Cary, North Carolina, participated in NetDay '97, a one-day statewide, volunteer effort to wire every public and private school for Internet access. The effort has been expanded to teach students about the operation of computer networks.

Pizza Hut Corporation founded the BOOK IT!® National Reading Incentive Program, which encourages children nationwide to read and rewards them for their reading efforts. The program has been expanded to inspire children to read during the summer, in conjunction with the U.S. Department of Education's initiative Read*Write*Now! Children who participate are encouraged to read 30 minutes a day and with a reading partner at least once or twice a week, learn a new vocabulary word a day and obtain, and use, a library card.

The **Nabisco Food Group**, a division of RJR Nabisco, sponsors "Summer Reading Adventure," a program that encourages employees to read with their children during the summer vacation.

CASE EXAMPLES: BUSINESS-EDUCATION PROGRAMS

Examples of business/ school programs	❑ adopt-a-school programs; school-to-work programs; on-site schools; mentoring programs; literacy programs
Business objectives/ outcomes	❑ prepare students for business careers ❑ improve employee productivity and company loyalty ❑ become a valuable community asset
School objectives/ outcomes	❑ improve academic achievement ❑ reduce dropout rates ❑ increase college enrollment

United Airlines has "adopted" fifty sixth-grade students in an inner city elementary school in Chicago, Illinois. The company will continue a partnership with these students until they graduate from high school, and has pledged to pay up to four years tuition and fees at any state university for each student. The students, who are called "Believers," are paired with a United Airlines employee, who commits to spending time with the student twice a month for at least one year.

In Winston-Salem, North Carolina, **RJR Nabisco** funds the Downtown School, an elementary school that makes parent involvement an integral part of children's learning experiences. It is the mission of the school to "implement a challenging instructional program that is complemented by sound pedagogy, the innovative use of technology, and the active participation of parents, guardians, and community members in children's learning." Parents who want their children to attend the Downtown School must agree to volunteer for one hour per week per child. Parents employed by RJR Nabisco are paid for the time they spend at school. During the 1992-93 school year, parents volunteered for 9,350 hours.

United Parcel Service/School-to-Work program provides an opportunity for high school students to make a successful transition from school to work and/or school to postsecondary education. Located in Louisville, Kentucky, there are currently 27 high schools, 6 county areas, and approximately 300 students who are participating in the program. Students work in package handling for approximately 4 hours each day and receive high school credits with pay for work experience. UPS offers seven college courses at the work site via the local community college with mentors available to ensure success. Tuition and books are paid for by UPS upon student completion of a course. A few times each year, students can job shadow an employee working in a position or career that is of interest to them.

The **Kentuckiana Cultural Consortium** links cultural institutions (for example, ballet companies and orchestras) with schools, in order to enhance student learning experiences with these cultural resources. The primary focus of the organization is to share ideas about collaborative programs between schools and the many cultural resources in Kentucky and southern Indiana. The Consortium meets monthly to share current school and cultural center activities. Instructional materials and teacher workshops have been developed to reinforce the idea that cultural resources provide students with another avenue for learning and enriching classroom experiences.

One component of the adopt-a-school effort of the **Gannett Co., Inc.** is a "Lunch Buddy" program. Employees spend time each week doing various activities with their lunch buddies, such as helping with homework, eating lunch together, talking about concerns or issues or just being a caring adult.

CASE EXAMPLES: STAKEHOLDER/COMMUNITY-WIDE COLLABORATIONS

Examples of Stakeholder/ Community-wide Collaborations	❑ family-school-business partnerships; school-based community centers; corporate-school partnerships that include the community
Business objectives/ outcomes	❑ improve the quality of K-12 education ❑ enhance brand recognition and loyalty ❑ be a good corporate citizen ❑ send the message that school performance has meaning beyond the classroom by promoting the use of student records in hiring practices
School objectives/ outcomes	❑ reduce incidents of school violence ❑ raise academic and skill standards ❑ attend to social and emotional needs of students ❑ increase attendance and reduce truancy

Eli Lilly and Company has started science camps which benefit working parents and their children during summer vacation. The first camp, which is on-site at Lilly in Indianapolis, Indiana, serves 350 children of employees. Lilly found the space, including the buildings and the pool, the **YMCA** came in and ran the camp, and Lilly scientists developed a science curriculum for campers. The science camp has been replicated at two additional sites. However, instead of limiting the science camps to Lilly employees, it is open to all children in the community. This is one example of a partnership that has tremendous benefits to the whole community—Lilly employees and their families, Lilly customers, other area employers as well as families and children in the community.

Mentor Graphics supports the "Advocates for Women in Science, Engineering and Mathematics" program at Saturday Academy. This program has created a regional network of science and technology practitioners, educators, parents and community organizations committed to enriching opportunities in science and mathematics for middle and high school women. Saturday Academy, sponsored by the **Oregon Graduate Institute** in Portland, Oregon, offers a variety of challenging math and science classes and programs to interested students in grades 5-12.

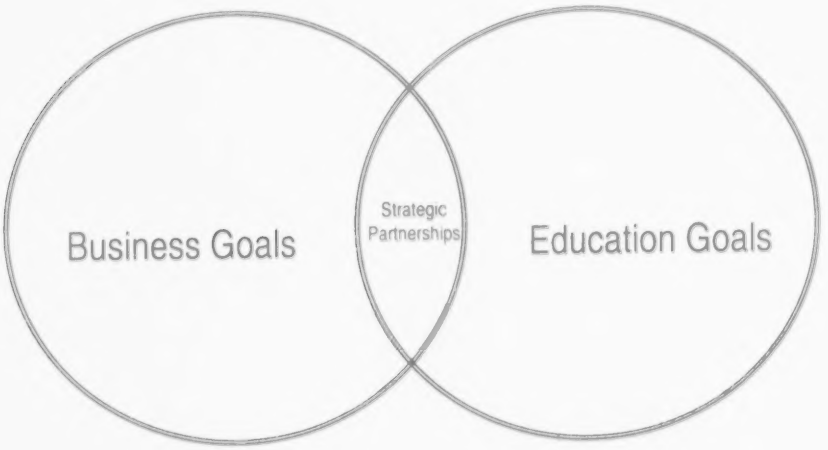
The mission of the **Merck Institute** for Science Education is to improve the quality of science and mathematics education from kindergarten through eighth grade. The Institute works closely with faculty, administration and community leaders in four school districts in New Jersey and Pennsylvania to enhance science education in the elementary grades. Teachers are matched with Merck scientists to help them gain confidence in their ability to teach science and participate in the Leader Teacher Institute, a three-year professional development program for teachers focused on a central science theme, math-related topics and supporting technology. The Institute also works on education reform geared toward creating scientifically proficient teachers, maintains two resource centers which offer state-of-the-art teaching materials and provides policy support to promote systemic change.

The **IBM Corporation** and the **Charlotte-Mecklenburg School District** in North Carolina have developed a community partnership which encourages increased parental participation in their children's education. By providing state of the art technology equipment, the partnership has increased home-school communication via electronic mail that can be used to check homework assignments, review work completed by the children, as well as monitor a child's overall progress. Families who don't have computers at home can use school computer labs which are open days, evenings and weekends. Computers are also available at neighborhood sites, such as the library or public housing projects. IBM provides training on using the computer equipment.

DESIGNING STRATEGIC EDUCATIONAL APPROACHES

To meet the next generation of business needs, corporations need to create strategic educational approaches that:

- reflect core business objectives and organizational philosophy
- align with the mission of educational entities
- create systemic educational change



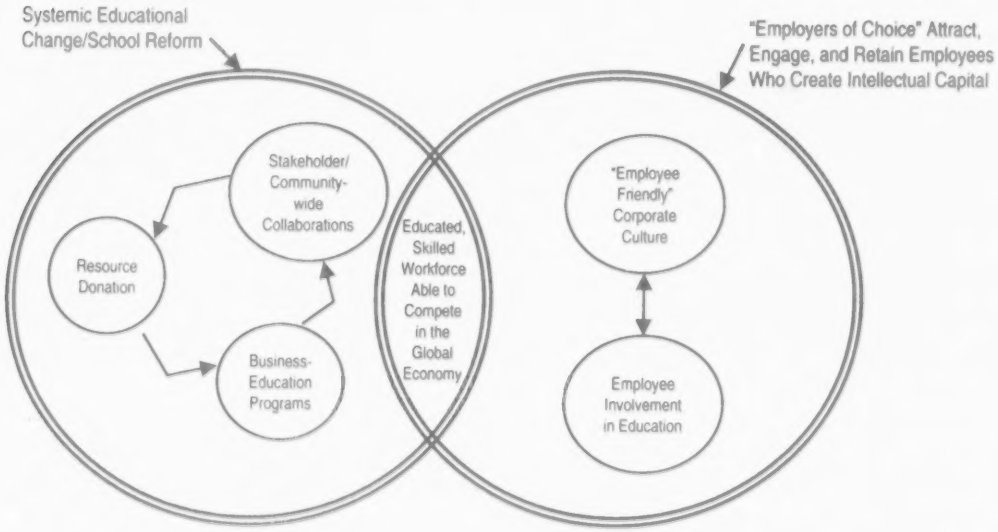
Approaches that are not connected to a strategy (for example, computer donations without teacher training) can deplete resources without providing any forward motion. They are not usually sustained over time and have limited impact.

In contrast, engaging in strategic approaches will:

- provide new opportunities
- coordinate and build upon previous efforts
- create a self-sustaining momentum
- align toward a common purpose

Businesses must develop their educational partnerships with the same degree of strategic thinking that they use to advance any business objective or new product and service. This graphic of the

landscape of corporate involvement from Section One shows that educational approaches are more strategic when they are linked to business and school objectives. Also, these approaches are more strategic when there is more overlap and connection among them. These linkages create a synergy that promotes the on-going relationships and continued focus needed to sustain efforts over time.


Systemic Educational Change/School Reform
"Employers of Choice" Attract, Engage, and Retain Employees Who Create Intellectual Capital
Stakeholder/ Community-wide Collaborations
Resource Donation
Business-Education Programs
Educated, Skilled Workforce Able to Compete in the Global Economy
"Employee Friendly" Corporate Culture
Employee Involvement in Education

For companies just developing or implementing their educational approaches, remember that creating strategic educational approaches is a process that occurs over time. Be patient. You are to be commended for venturing into this important area and utilizing a careful planning process.

Motivators and Barriers: Weighing the Pros and Cons

What factors will propel your company to be more strategic in its educational approaches? What barriers might interfere with your efforts to move forward in a strategic direction? If you can link your strategic educational approaches to business and school objectives, you may be able to leverage additional support for your efforts. For example, if your company wants to be an employer of choice, it will be important to join your educational approaches with this business value.

There are various reasons why your company may be motivated to be more strategic in its educational approaches. These may be related, for example, to:

- profit,
- management, or
- corporate culture.

Profit-related reasons are connected directly to the bottom line. Some companies have become involved in educational approaches due to their need for a skilled workforce. They see a direct link between school curricula/academic standards and the quality of their workforce entrants. Your company may be motivated to engage in educational approaches if you can demonstrate that the benefits exceed the costs and add value to key business objectives.

Companies need employees who can adapt to the changing workforce. Today's employees must be flexible and able to work in teams. They must incorporate life-long learning into their career paths and expect to continually upgrade their skills. If employees arrive at the workplace without these needed skills, businesses must train them to bring them up to par. If managers understand how support of educational systems impacts their labor pool, they may be more motivated to support educational approaches.

Corporations realize that employees are their greatest asset and number one resource. Research demonstrates that employers who support their employees can create a culture that reaps loyalty and productivity. Employees have indicated that getting involved in educational concerns is a major priority. Corporate support of educational approaches sends a strong message that the company is committed to its employees and cares about them as people. In addition, this commitment projects a favorable impression in the community about the values and priorities of your company.

Barriers are those factors that can inhibit company support for strategic educational approaches. Although you cannot eradicate all barriers, identifying them can avoid or minimize their negative effects on

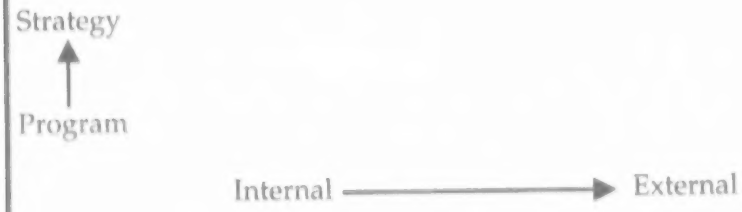
your company's commitment to educational concerns. Some potential barriers to consider include:

- costs
- limited understanding of the importance of educational concerns to your company
- perceptions of educational approaches as unrelated to the work at hand or interfering with productivity
- corporate culture
- absence of leaders or champions for educational issues

Some individuals or departments may view educational approaches as too costly, in terms of money, time or resources. Others may not understand how your company will benefit from getting involved in educational initiatives and may view educational approaches as extraneous or unrelated to your company's mission and values. Some managers view time away from work as a negative event and are unaware of the positive rewards, such as loyalty or increased productivity which may occur as a result. Your company culture may not be supportive of employee involvement in education. Although you may have an educational leave policy, employees who take advantage of this policy may be overlooked for promotions or viewed as uncommitted. There may not be individuals who can drive these efforts with the enthusiasm and commitment needed for action. These are just some of the barriers that can interfere with your company moving ahead to create strategic educational approaches.

CASE EXAMPLES:
STRATEGIC EDUCATIONAL APPROACHES

The strategic paradigm that drives **Eli Lilly and Company's** work-life, diversity and educational initiatives has four components:



The objectives are threefold.

1. To enhance the resiliency of the workforce to manage the challenges and demands of the work environment. For example, quality child care programs allow parents to focus better on their jobs. The company is also looking beyond programs to define a work environment that allows employees to operate most effectively in their work and personal lives.

2. To enhance the capabilities of the workforce to successfully accomplish the work that needs to be done. For example, a cell biologist and a molecular biologist job share and they can get more work done together than by themselves. It is critical to discover inventive ways to direct the workforce in order to improve productivity.

3. To build strategic partnerships that combine community and workplace objectives and build on the synergy of the partners. Partners may include customer relations, business collaboratives and local, state and national initiatives. For example, child care initiatives in thirteen counties were developed with businesses, child care advocates, and local and government officials. Due to the success of these initiatives, they were expanded statewide. Today, they are viable in seventy-five out of the ninety-two Indiana counties. In addition, an Indiana group has been formed to address the larger statewide issues. A Tool Kit was published that explains to businesses the benefits of involvement in work-life issues. The Guide to the Tool Kit provides tips to child care advocates and county teams on how to approach businesses. One exciting unintended consequence of this

strategic partnership is that it has created a foundation for relationships that can seed other initiatives. It is anticipated that these relationships will facilitate collaborative projects on education issues and diversity strategies.

The Sunnyvale school district and the City of Sunnyvale, California, collaborated with **Advanced Micro Devices (AMD)** to develop a neighborhood center focused on education, health and recreation. AMD, which contributed one million dollars toward a sports and service center, is not only a key funder but an active member of the partnership. AMD continues its partnership by sponsoring after-school recreation and educational programs in addition to teacher development programs at the Center. AMD volunteers work in this partner school and serve as e-mail mentors.

The Columbia Neighborhood Center (CNC) is a community multi-service center located on a middle school campus in an urban, highly diverse, low-income section of Sunnyvale. With the goals of improving educational performance and making the community safer, the center comprises a pre-school, middle school, health clinic, counseling center and sports facility. A myriad of classes, programs and services are offered, including an after-school program, citizenship classes, ESL, homework center, cancer support services, employment readiness programs for teens, parenting classes and legal assistance programs. Open from early morning to 11 P.M. and on the weekends, CNC is designed to serve both the students of Columbia Middle School and residents of all ages in the community.

UNUM Life Insurance in Portland, Maine initiated a comprehensive educational approach which joins multiple stakeholders interested in educational reform. Internally, UNUM offers a paid school release policy to demonstrate its support of employees who are committed to children in local schools. UNUM began to focus its community relations efforts on education and learned that considerable money had been spent on school improvements. Although some gains had been made, investigation revealed that more than additional funding was required to raise the skill level of workforce entrants. So, UNUM set out to learn what needed to be done. The company assigned managers to assess the status of the school system. They applied their business savvy to evaluate best practices, previous efforts and public education in Maine. UNUM managers found a complicated system that required strategic planning and the commitment of all key stakeholders. Change was essential in the school system, school standards and in the legislature. Parents, educators and public policy makers had to be involved. However, instead of driving the educational change, UNUM focused on bringing all the stakeholders together at a symposium, "Rethinking Education: Maine's Future in the Balance." As a result of the symposium, the Maine Coalition for Excellence in Education was formed with representatives from education, business, the community and government. The goal of the coalition was to build a plan to address the needs of the education system, which could be used to drive legislative change. After two years of gaining support from their constituent groups and building relationships among the stakeholders, the coalition saw success: two bills were passed in the Maine legislature mandating improvements as defined by the coalition. Lessons learned included:

- Education reform is a long-term process which requires the commitment of multiple stakeholders.
- Every stakeholder must be willing to work with other stakeholders and look internally at their own contribution to the problem.
- Mutual goal setting and a shared vision are critical to the success of community efforts.
- There is no "quick fix." Reform is a systemic effort that must occur on multiple levels with all key stakeholders (Corporate Community Relations Letter, 1998).

Mattel in El Segundo, California, has developed strategic educational approaches internally and in the community. The company offers an employee leave program which gives employees 16 hours per year of paid leave for educational involvement. It has developed public service announcements starring Meryl Steep (English version) and Rita Moreno (Spanish version) that highlight the importance of family involvement in education. The Mattel Foundation supports collaboratives in eight cities across the country to implement practical activities and programs that promote parent involvement. Based at the Institute for Educational Leadership, Hand in Hand: Parents, Schools and Communities for Kids sponsors "Take Our Parents to School Week" to showcase the accomplishments of each unique city and detail how children, educators, businesses and community members interact in new ways to promote parent involvement.

DOCUMENTING ADDED BUSINESS VALUE

Measuring success

After you've designed and implemented your educational approaches, you and others will want to determine the success of your policies, programs and practices. Without careful planning and attention, you will not be able to measure whether and how your business education partnerships have made a difference. There are many different measures of the success of policies, programs and practices. These include: the level of satisfaction of the various stakeholder groups; whether the programs had the intended impact on recipients (that is, did they accomplish what they set out to do); and the outcomes achieved as a result of developing new programs and practices. Whereas measuring the impact will tell you whether short-term objectives have been reached, including outcomes in your evaluation plan will set longer term goals that can be measured in the future. Ideas to help you measure each of these indicators of success (satisfaction, impact, and outcomes) are presented below.

One important point to remember: it is much easier to decide what you want to evaluate before you begin your efforts. Think through how you will gather information about what you hope to achieve, so you can develop tools to collect data on your results. It is much harder and less effective to try and collect data after your program has begun.

Another important decision you must make is when to collect data. Some companies collect program information on an on-going basis while others periodically evaluate the outcomes of their educational approaches. Similarly, you will need to consider which company personnel and key stakeholders will participate in developing your evaluation plan. It is particularly important to work with your educational/school partners in designing your evaluation plan and measuring the impact of your educational efforts. However, all invested stakeholders should have input about what has been accomplished by the business education partnership. (See "Investing in Partnerships for Student Success" for more information on evaluating partnerships.)

Measuring satisfaction

One element of success is how satisfied internal and external stakeholders are with business education partnerships. Key stakeholders can include your company and employees; schools, including students

and their families; and the community. The following table suggests some questions that you might want to ask:

Stakeholders	Questions
Parent employees	❑ How did you learn about the educational initiative? ❑ Was it beneficial to you? ❑ Do you have any suggestions for improvement? ❑ Has the business education partnership had any impact on how you feel about your work or your employer?
Employees who have not participated, but may be interested	❑ Do you know about the educational initiative? ❑ If so, why didn't you participate? ❑ Do you have any suggestions for changes that would allow you to participate?
School principals/ teachers	❑ What aspects of the approach seemed to work well? ❑ What were some of the problem areas? ❑ What could be done to improve the educational approach?
Targeted beneficiaries (employees, students, teachers)	❑ How satisfied were you with the program, policy or collaboration? ❑ Did the approach achieve the desired outcome? ❑ What are the next steps?
Community partners	❑ What procedures and processes seem to work well? ❑ What difficulties did you encounter? ❑ How could the approach be changed to better meet your needs? ❑ Has the partnership led to new relationships with additional businesses?

Another way to get information about the success of your educational approach is to measure the impact using the indicators identified during your planning process and through dialogue with your stakeholders. This critical activity must be conducted with the input of all stakeholders.

For example, if one of your business objectives was to improve the skills of workforce entrants, you should decide how you will answer questions such as:

- Have standardized test scores improved as a result of your educational efforts?
- Are more workforce entrants able to do their jobs without additional training?
- Are students taking more challenging math and science courses?
- Are you reviewing high school transcripts to send the message that school attendance and grades are important factors in hiring practices?

If one of your school goals was to reduce high school dropout rates and increase college admissions, your evaluation must answer questions such as:

- What do school records indicate at graduation?
- Are more students attending college?
- Have there been fewer dropouts this year (in comparison to last year), next year, in five years?

Here are some indicators that can measure the impact of your educational approaches.

Sample measurement approaches	Key questions
Utilization and involvement patterns	❑ Are the targeted beneficiaries involved in the effort?
Business outcomes	❑ Have these efforts contributed to business objectives? ❑ Have they added business value?
School outcomes	❑ Have these efforts contributed to school objectives? ❑ Have they added value to the school's agenda and contributed to systemic educational change?

Sample measurement approaches	Key questions
Unintended consequences	❑ Are there any positive unexpected consequences from this effort such as recognition of your company as a leader in the educational arena? ❑ Are there any negative unexpected consequences from this effort such as resentment from supervisors who view education efforts as draining employee productivity?

It is important to remember that even if you don't accomplish your goals, you may get some ideas about how to proceed with future efforts. For this reason, it is helpful to assess different elements of your programs, practices and policies. Although some areas may not be successful, some project components may have achieved their goals.

When you develop a plan for evaluating the outcomes of business education partnerships, you may find that some outcomes will be easier to quantify than others. It is important to remember the business and school reasons for involvement and to identify the impact of educational approaches on business and school goals. Keep in mind the national priority areas. You may want to hire an external evaluator with experience in program evaluation to help you develop a successful plan to evaluate outcomes.

Sample outcomes

Since the Community Neighborhood Center programs began (Sunnyvale, California):

- student attendance has improved by 40 percent
- juvenile crime in the neighborhood has decreased 5 percent below the city average
- student learning outcomes have improved

These outcomes and how they would be measured were identified before the opening of the Center. Program staff feel that the center may have contributed to these improvements.

You will want to determine whether you have achieved the outcomes that you just identified. Make sure that you collect the necessary data at the specified intervals. It is important to refer to your evaluation plan as a working document that guides your activities. Review it often to make sure that your programs, practices and policies are working to accomplish the goals established in your evaluation plan.

If at some juncture your evaluation plan indicates that you are not achieving your goals, make some adjustments that may move your efforts in the right direction. It is important to use your evaluation data to make ongoing adjustments, rather than wait until the project concludes to implement changes.

RESOURCES

The Business Roundtable
1615 L Street, NW
Washington, DC 20036-5610
(202)872-1260
www.brtable.org

Center for Work and Family
Boston College, Carroll School of Management
St. Clements Hall
140 Commonwealth Avenue
Chestnut Hill, MA 02467
(617)552-2844
www.bc.edu/cwf

Committee for Economic Development
477 Madison Avenue
New York, NY 10022
(212)688-2063

The Conference Board
845 Third Avenue
New York, NY 10022-6601
(212)759-0900
www.conference-board.org

FamilyEducation Company
20 Park Plaza, Suite 1215
Boston, MA 02116
(617)542-6500, ext. 128
www.familyeducation.com

The Institute for Responsive Education
Northeastern University
50 Nightingale Hall
Boston, MA 02115
(617)373-2595

National Alliance of Business
1201 New York Avenue, NW
Washington, DC 20005
(202)289-2888
www.info@.nab.com

National Coalition for Parent Involvement in Education
c/o NCEA
3929 Old Lee Highway, Suite 91-A
Fairfax, VA 22030-2401
(703)359-8973
www.ncpie.org

Partners in Education
901 N. Pitt Street Suite 320
Alexandria, VA 22314
(703)836-4880
www.partnersineducation.org

US Chamber of Commerce
Center for Workforce Preparation
1615 H Street, NW
Washington, DC 20062-2000
(202)463-5525
www.uschambers.com

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